

RENA M. CARLSON

LIBRARY

STATE TEACHERS COLLEGE

CLARION, PA.

STATE TEACHERS COLLEGE

CLARION, PENNSYLVANIA

1934



LIBRARY
STATE TEACHERS COLLEGE
CLARION, PA.

THE CLARION

Volume XXIV

APRIL, 1934

Number 2

STATE TEACHERS COLLEGE
CLARION, PENNSYLVANIA

The Catalog Number
1934 - 1935

PUBLISHED BY THE BOARD OF TRUSTEES

Entered at the post office at Clarion, Pennsylvania, as second-class
matter under the Act of August 24, 1912

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ADMINISTRATIVE OFFICERS

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President

HELEN J. ARMSTRONG, B. S.
Secretary to President

J. W. F. WILKINSON
Dean of Instruction

HELEN D. SIMS
Dean of Women

D. D. PEIRCE
Dean of Men

C. F. BECKER
Director of Teacher Training

F. M. MOHNEY
Bursar

SARA SEYLER
Dietician

E. J. KEELING, M. D.
Physician

MARILLA EDMISTON, R. N.
Nurse

H. W. CURLL
Grounds and Buildings

MRS. FLORA McKINNEY
Household Director

THE BOARD OF TRUSTEES

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CALENDAR FOR 1934-1935

COMMENCEMENT 1934

Alumni Day -----	Saturday, May 26
Baccalaureate Sermon -----	2:00 P. M., Sunday, May 27
Commencement-----	10:00 A. M., Monday, May 28

SUMMER SESSION 1934

Registration-----	8:00 A. M., Monday, June 18
Session Ends-----	Noon, Saturday, July 28

FIRST SEMESTER

1934-35

Registration-----	8:00 A. M., Monday, September 10
Thanksgiving Recess Begins-----	Noon, Wednesday, November 28
Thanksgiving Recess Ends-----	Noon, Monday, December 3
Christmas Recess Begins-----	Noon, Saturday, December 22
Christmas Recess Ends-----	Noon, Wednesday, January 2
First Semester Ends-----	Noon, Saturday, January 19

SECOND SEMESTER

1935

Second Semester Begins-----	Noon, Wednesday, January 23
Founders Day-----	Friday, April 12
Easter Recess Begins-----	4:00 P. M., Wednesday April 18
Easter Recess Ends-----	Noon, Tuesday, April 24
Classwork Ends-----	4:00 P. M., Friday, May 24
Alumni Day-----	Saturday, May 25
Baccalaureate Sermon-----	2:00 P. M., Sunday, May 26
Commencement-----	10:00 A. M., Monday, May 27

THE FACULTY

The names of the members of the faculty
are arranged in alphabetical order

EDNA J. BARNES, A.M.....Intermediate Grades

Western Illinois State Teachers College, B.Ed., 1926; Columbia University, 1928-29, 1932-33, A.M.; Western Illinois State Teachers College, Summer Sessions, 1917-26.

Elementary Teacher, Schuyler County, Illinois, 1917-19; Rushville, Illinois, 1920-22; Dundee, Illinois, 1923-25; Associate Supervisor, Winona, Minnesota, 1926-28; Supervisor, Bloomsburg, Pennsylvania, 1929-32; Supervisor, Clarion State Teachers College, 1933—

HELEN M. BARTON, A.M.....Physical Education

Graduate, Michigan State Teachers College, 1918; University of Wisconsin, B.S., 1922; Columbia University, A.M., 1927.

Teacher of Physical Education, Grand Rapids, Mich., 1918-19; Physical Education, Y. W. C. A., Saginaw, Mich., 1919-20; Sports Director and Dancing Instructor, Central Michigan Teachers College, Mt. Pleasant, 1922-26; N. W. Missouri State Teachers College, Maryville, Mo., 1928-29; Clarion State Teachers College, 1929—

CHARLES F. BECKER, A.M.....Education

Mt. Union College, A.B., 1908; Teachers College, Columbia University, Summer Sessions, 1911, '13, '14, '16, '17, '28; A.M., 1917.

Rural School Teacher, Trumbull County, Ohio, 1899-1904; High School Principal, Newton Falls, Ohio, 1904-06; Supt. of Schools, Mantua, Ohio, 1908-11; Ellwood City, Pa., 1911-24; Clarion State Teachers College, 1924—

MARGARET A. BOYD, A.M.....English

Bethany College, Bethany, W. Va., 1914-16; University of Pittsburgh, A.B., 1919-21; A.M., 1924-25, 1929; Oxford University, Oxford, England, Summer, 1926; Carnegie Institute of Technology, Summer, 1929.

Elementary Teacher, 1916-19; Teacher of English, Vandergrift, 1921-24; Head of the English Department, Bloomsburg High School, Bloomsburg, 1925-27; Munhall, 1927-29; Clarion State Teachers College, 1929—

RENA M. CARLSON, A.B., B.S.....Librarian

Greenville College, Greenville, Illinois, A. B., 1921; University of Michigan, Summer Session, 1923; Graduate, Carnegie Library School, Pittsburgh, 1925.

High School Teacher, Frederica, Del., 1921-22; Mt. Jewett, 1922-23; Youngsville, 1923-24; Librarian, High School for Girls, Reading, 1925-27; Senior High School, Reading, 1927-28; Wagner Junior High School, Philadelphia, 1928-29; Clarion State Teachers College, 1929—

CLARENCE L. DOW, Ph.D.....Geography

University of Nebraska, A.B., A.M., Ph.D., 1919-27; University of Illinois, 1931-32; University of Nebraska, 1927-31, 1932-33; Kansas Teachers College, Summer Sessions, 1915-16; University of Illinois, Summer Session, 1925.

High School Principal, Miltonvale, Kansas, 1915-18; High School Teacher, University Place, Nebraska, 1919-21; Fremont, Nebraska, 1921-23; Lincoln, Nebraska, 1923-25; Assistant Instructor, University of Nebraska, 1930-31; Assistant Instructor, University of Illinois, 1931-32; Instructor, State Teachers College, Emporia, Kansas, Summer Sessions, 1930-31-32; Clarion Teachers College, 1933—

FRANCES EASLEY, A.M.....Primary Grades

Graduate, Middle Tennessee State Teachers College, Murfreesboro, Tenn., 1921-23; George Peabody College, Nashville, Tenn., B.S., 1924-26; George Peabody College, A.M., 1930.

Elementary Teacher, Trenton, Ky., 1923; Horse Cave, Ky., 1923; Greenville, S. C., 1926-27; Old Hickory, Tenn., 1927-30; Supervisor, State Teachers College, Jacksonville, Alabama, 1930-32; Supervisor, Clarion State Teachers College, 1932—

MILDRED E. GAMBLE, A.M.....Intermediate Grades

Graduate, Indiana State Teachers College, 1915; University of Pittsburgh, A.B., 1922-25; Teachers College, Columbia University, Summer Sessions, 1928, '29, '30, '31; A.M., 1931.

Elementary Teacher, Bentleyville, 1915-19; Charleroi, 1919-22; Instructor, Slippery Rock State Teachers College, Summer Session, 1925; Supervisor, Clarion State Teachers College, 1925—

ANNA B. GRAHAM, B.S.....J. H. S. Grades

Graduate, Clarion State Teachers College, 1894; University of Pennsylvania, 1910-11; Chautauqua Institute, Summer, 1922; New York University, Summer Session, 1923; Clarion State Teachers College, Summer Session, 1925; (one semester), 1926; B.S., Clarion State Teachers College, 1932.

Elementary and High School Teacher, Shippensburg, 1894-95; Clarion 1895-1915; Junior High School Teacher, Clarion, 1921-23; Supervisor, Clarion State Teachers College, 1923—

EFFIE BLANCHE HEPLER, A.B.....Primary Grades

Graduate, Clarion State Teachers College, 1923; Teachers College, Columbia University, Summer Session, 1925; Extension Courses, Clarion State Teachers College, 1926-28; Bucknell University, Summer Sessions, 1926, '28; Clarion State Teachers College, Summer Session, 1929; Geneva College, A.B., 1930-31.

Rural School Teacher, Clarion County, 1900-05; Elementary Teacher, New Bethlehem, 1905-21; Supervisor, Clarion State Teachers College, 1921—

GILBERT A. HOYT, M.S.....J. H. S. Grades

Grove City College, B.S., Ch.E., 1921-25; University of Pittsburgh, one semester, 1925; Graduate Work, Grove City College, 1927-29; M.S., Grove City College, 1930.

High School Teacher, Woodlawn, 1925-26; Grove City, 1920-29; Clarion State Teachers College, 1929—

JAMES R. HUSTON, A.B.....Social Studies

Graduate, Mansfield State Teachers College, 1904; Bucknell University, 1906-09; University of Pittsburgh, A.B., 1911-13, 1916-17, 1922-23; Cornell University, Summer Session, 1927.

Elementary School Teacher, Gillette, 1905; Ridgway, 1905-06; High School Teacher, Ridgway, 1908-11; Principal High School, Vandergrift, 1912-13; Teacher of History, Wilkinsburg, 1914-23; Clarion State Teachers College, 1923—

JOHN O. JONES, B.S.....Physical Education

Graduate, Northern Normal School, Marquette, Mich., 1924; University of Illinois, B.S., 1927; Summer Session, Pennsylvania State College, 1931.

Director of Physical Education, Royal Oak High School, Detroit, Mich., 1924-26; Clarion State Teachers College, 1927—

BERTHA LEIFESTE, A.M.....Primary Grades

Southwest Texas State Teachers College, San Marcos, Texas, B.A., 1927-30; Teachers College, Columbia University, A.M., 1931-32.

Elementary Teacher, Bastrop County, Texas, 1917-20; Guadalupe, Texas, 1920-27; Critic Teacher Training School, Hays, Texas, 1930-31; Instructor, Teachers College, Hays, Texas, Summer Session, 1932; Supervisor, Clarion State Teachers College, 1932—

HARRY S. MANSON, A.M.....Science

Graduate, Clarion State Teachers College, 1911; Pennsylvania State College, Summer Session, 1913; Grove City College, B.S., A.M., 1915-26; Cornell University, Summer Session, 1930.

Elementary Teacher, Brady Twp., Clarion County, 1911-12; New Bethlehem, 1912-13; High School Teacher, Clarion, 1913-15; Grove City, 1916-25; Pittsburgh, 1925-26; Teacher of Science, Grove City College, Summer Session, 1924, '25, '26; Clarion State Teachers College, 1926—

MARIE MARWICK, A.M.....Speech

Michigan State Normal College, B.Ph., 1918; University of Arizona, A.B., 1920; Columbia University, A.M., 1928.

Teacher of English, Bellaire, Mich., 1915-17; Bowling Green, Ohio, 1917-19; Tucson, Arizona, 1920-21; South Bend, Ind., 1921-27; Critic Teacher, Bowling Green State Teachers College, Summer Session, 1929; Clarion State Teachers College, 1929—

HELEN MOHNEY, B.S.....Intermediate Grades

Graduate, Clarion State Teachers College, 1919; Clarion State Teachers College, Summer Session, 1921; Teachers College, Columbia University, Summer Session, 1925; Western Reserve University, Summer Session, 1927; University of Pittsburgh, B.S., 1928-30.

Elementary Teacher, Clarion County, 1919-20; Clarion, 1920-25; Supervisor, Clarion State Teachers College, 1925-28, 1930—

BERTHA V. NAIR, A.M.....English

Westminster College, A.B., 1907-11; University of Pittsburgh, A.M., 1917-18; Harvard University, Summer Session, 1926; University of Wisconsin, Summer Session, 1930.

Assistant Principal and Teacher of English and Latin, Hickory Township High School, Mercer County, 1911-12; Teacher of Latin and English, New Wilmington, 1912-16; Teacher of Latin, University of Pittsburgh, 1916-17; Knoxville High School, Pittsburgh, 1917-18; Clarion State Teachers College, 1918—

DONALD D. PIERCE, Ph.D.....Science

Oberlin College, A.B., 1919-23; University of Illinois, A.M., Ph.D., 1928-31; Clarion State Teachers College, Summer Session, 1923; Pennsylvania State College, Summer Sessions, 1925-27.

High School Teacher, Ridgway, 1923-28; Clarion State Teachers College, 1932—

GLADYS RICH, A.M.....Public School Music

University of Utah, A.B., 1923; New York University, A.M., 1933; New England Conservatory of Music, 1917-1918; New York University, Summer Sessions, 1931-32-33.

Elementary Teacher, Salt Lake City, 1923-24; Ogden, 1924-26; Supervisor, New Castle, 1928-33; Clarion State Teachers College, 1933—

G. C. L. RIEMER, Ph.D., LL.D.....Education

Clarion State Teachers College, 1889-92; Bucknell University, 1892-95; A.B., '95, A.M., '96; Harvard University, 1899-1901; A.M., 1900; Berlin and Leipzig Universities, 1903-05; Ph.D., Leipzig, 1905; Columbia University, Summer Sessions, 1920, '21, '27; Bucknell University, LL.D., 1926.

Instructor, Bucknell University, 1895-99; Harvard University, 1899-1901; Professor, Bucknell University, 1901-03, 1905-18; Professor, New York University, Summer Session, 1910; Member of Department of Public Instruction, 1918-23; President, Bloomsburg State Teachers College, 1923-27; President, Clarion State Teachers College, 1928—

BESSIE M. RUNYAN, B.S.....J. H. S. Grades

Graduate, State Teachers College, Slippery Rock, 1895; Geneva College, 1916-23; Teachers College, Columbia University, 1915; University of Pittsburgh (two semesters), 1916-26, B.S.; Clarion State Teachers College (one semester), 1926; Clark University (one semester), Correspondence Course, 1927.

Elementary Teacher, Franklin Township, 1892-99; Primary and High School Teacher, Ellwood City, 1899-1924; Supervisor, Clarion State Teachers College, 1924—

HAZEL SANDFORD, A.M.....Public School Art

Graduate, State Normal School, Fredonia, N. Y., 1914-15; Cornell University, B.S., 1918-22; Teachers College, Columbia University (three semesters), 1922-24; Carnegie Institute of Technology (one semester), 1926; New York School of Fine Arts, Summer Session, 1927; New York University, Summer Sessions, 1928, '29, A.M., 1930.

Elementary Teacher, Sherman, N. Y., 1913-14; Angola, N. Y., 1915-18; Roslyn, N. Y., 1923-24; Junior High School Teacher, S. Orange, N. J., 1924-26; Supervisor of Elementary Art and Teacher of Normal Art, McKeesport, 1926-27; Clarion State Teachers College, 1927—

SARA SEYLER..... Dietician

Graduate, Worcester Domestic Science School, Worcester, Mass., 1917.

Dietician, Hospital, Clearfield, 1918-20; Clarion State Teachers College, 1920-22; Sanitarium, Warrensville, Ohio, 1924-27; Clarion State Teachers College, 1927—

HELEN D. SIMS, A.M.....Latin

Graduate, Central Missouri State Teachers College, 1916; University of Minnesota, A.B., 1918; University of Minnesota, A.M., 1927; Chicago University, 1927-28.

Principal and Teacher of Latin, Harlowtown, Montana, 1918-21; Dean of Women, Instructor in Latin, Central College, Lexington, Missouri, 1921-22; Instructor in Latin and English, Hamline University, 1924-26; Dean and Instructor in Latin, Glendale College, Glendale, Ohio, 1928; Clarion State Teachers College, 1929—

VERA E. SPROUL, A.M.....Intermediate Grades

Ohio State University, B.S. in Ed., 1929; Columbia University, A.M., 1929-30; Ohio Northern University, 1909-10; Ohio Northern University, Summer Sessions, 1910-11-12-13-16-18; Ohio State University, Summer Sessions, 1925-26-29; Columbia University, Summer Sessions, 1927-28.

Elementary Teacher, Auglaize County, Ohio, 1910-1913; Waynesfield, Ohio, 1913-1916; North Lewisburg, Ohio, 1917-1919; Director of Teacher Training, Normal School, Champaign County, Ohio, 1919-25; Assistant Director of Teacher Training, Junior College, Urbana, Ohio, 1925-26; Supervisor, Urbana, Ohio, 1926-28; Supervisor, Norristown, Pennsylvania, 1930-33; Clarion State Teacher College, 1933—

HELEN WALTERS.....Primary Grades

Graduate, Clarion State Teachers College, 1910-13; Chautauqua, N. Y., Summer Sessions, 1917, '20, 24; Teachers College, Columbia University, Summer Session, 1925; Clarion State Teachers College, Summer Session, 1928.

Rural Teacher, Clarion County, 1913-14; Armstrong County, 1914-15; Primary Teacher, Oakland, 1915-16; Tarentum, 1916-19; Clarion, 1919-25; Supervisor, Clarion State Teachers College, 1925—

JOHN W. F. WILKINSON, A.M.....Mathematics

Teacher Training School, Woodstown, N. J., 1886-89; Princeton University, A.B., 1893; A.M., 1896; Teachers College, Columbia University, Summer Session, 1927.

Principal, Shelburne Falls, Mass., 1893-94; Supervisory Teacher Adelphi Academy, Brooklyn, N. Y., 1895; Supv. Principal, Rahway, N. J., 1896-97; Teacher, State Teachers College, West Chester, 1897-98; Supt. of Schools, New Brighton, 1902-04; Clarion State Teachers College, 1898-1902, 1904—

MARY B. WILLIAMSON, A.M.....Primary Education

Graduate, Oberlin Kindergarten-Primary Training School, Oberlin, Ohio, 1911; University of Chicago, Ph.B., 1922; Teachers College, Columbia University, A.M., 1925.

Director of Kindergarten, Waiakea Social Settlement, Hilo, Hawaii, 1911-13; Instructor in Kindergarten-Primary Education, Oberlin, Kindergarten School, 1914-15, 1919-20; Supervisor of Kindergarten and Primary Training, Public Schools, Santa Paula, Cal., 1916-19; Director of Kindergarten-Primary Education, Superintendent of Student Teaching, Bemidji, Minn., 1922-24; Instructor in Primary Education, University of Tennessee, Summer Session, 1925; Supervisor of Primary and Kindergarten Student Teaching, University of California, Southern Branch, 1926 (one semester and one summer session); Clarion State Teachers College, 1926—

RETIRED MEMBERS OF FACULTY

JOHN BALLENTINE, Ph.D.....Latin

JAMES PINKS.....Bursar

WILLIS Y. WELCH, A.M., Sc.M.....Science

PRINCIPALS WITH PERIODS OF SERVICE

A. J. Davis.....	1887-1902
Samuel Weir.....	1902-1904
J. George Becht.....	1904-1912
H. M. Shaffer.....	Jan. 1, 1912-July 1, 1913
A. T. Smith.....	Jan. 1, 1914-July 1, 1914
A. P. Reese.....	July 1, 1914-July 1, 1918
C. C. Green.....	1918-1926
R. M. Steele.....	1926-28
G. C. L. Riemer.....	1928—President since June 15, 1929

PURPOSES OF THE COLLEGE

The State Teachers College at Clarion, Pennsylvania, is distinctly a professional institution. Its purpose is the preparation of teachers for the public schools of Pennsylvania. To this end all its energy is directed. It enrolls only those who desire to become teachers and who are fitted by character, native ability, and personality to teach children. The courses offered are designed to give the general and specific knowledge and skills which are needed by public school teachers. The class work and social life of the college aim to develop responsibility, poise, assurance, and independence. A well-trained teaching staff seeks to inculcate high ideals of teaching and strives to evolve a sound philosophy of education as well as a thorough familiarity with the best public school practice. Through demonstration and practice teaching in the Training School, the student develops skill, furthermore, in applying approved educational theory to actual teaching situations.

HISTORICAL SKETCH

By an Act of the Pennsylvania State Legislature of the year 1886, the Counties of Clarion, Forest, Jefferson, McKean, and Warren were separated from the Eighth Normal School District and constituted as the Thirteenth Normal School District. Steps were at once taken to organize a normal school. Contributions and pledges of money, amounting to forty thousand dollars, were obtained for the purpose of securing a suitable site and erecting the necessary buildings. This amount was supplemented by a legislative appropriation of twenty-five thousand dollars. The grounds and buildings, which had belonged to Carrier Seminary, were purchased from the Erie Conference of the Methodist Episcopal Church; additional land, adjoining the original purchase, was obtained, and in the Fall of 1886, work was begun on the erection of two commodious dormitories. These buildings were completed before the middle of February of the following year. A committee, representing the State, officially approved the provisions thus made for carrying on the work of a normal school, and the institution was formally opened on the twelfth day of April, 1887. The school continued under the joint control of the State and its stockholders until December 8, 1915, when the State purchased the outstanding stock and formally took over the property in the name of the Commonwealth.

In 1928, Clarion was granted authority by the State Council of Education to confer degrees upon students satisfactorily completing the new four-year curricula. The degree to be conferred is Bachelor of Science in Education.

The name of the institution was changed from State Normal School to State Teachers College on May 28, 1929.

LOCATION

The College is situated in Clarion, Clarion County, one of the most beautiful spots among the hills of Western Pennsylvania. The town has a population of about 3,200 and is one of the most attractive towns in the State. Its streets are wide and shaded with magnificent trees; its lawns are beautiful; its air is clear and invigorating; its surroundings are pleasant and health-giving. It is situated upon a plateau overlooking the Clarion River. The College, surrounded by a well-kept campus, unsurpassed for beauty and attractiveness, lies upon a slight elevation in the eastern part of the town.

Clarion is located on the Lakes-to-Sea Highway. Thus it is connected by improved roads with Franklin, Oil City, Brookville, Reynoldsville, DuBois, Clearfield, and Tyrone. Improved roads are also completed to Pittsburgh by way of East Brady and Butler, as well as to Ridgway, Kane, Warren, Smethport, and Port Allegheny.

Motor busses operate over the Lakes-to-Sea Highway between Franklin and Clarion and between Clarion, Brookville, and points to the East. A bus line also operates between Butler and Clarion, as well as between Kittanning and Clarion, and connections are made by these lines from all points West.

Clarion may also be reached by the Baltimore & Ohio Railroad, via Clarion Junction, and by the Pennsylvania Railroad, via Summerville.

CAMPUS AND BUILDINGS

The Campus of the State Teachers College at Clarion occupies twenty-three acres. The grounds have been laid out with care and furnish a beautiful setting for the buildings which comprise the college plant. The wide lawns with their beautiful shade trees and flowering shrubs give the College a restful, home-like appearance and provide attractive surroundings for study.

All the buildings of the College are heated by steam,

lighted by electricity, and supplied with all conveniences of modern living.

Seminary Hall, built in 1875, is a large three-story brick building, originally occupied by Carrier Seminary. Here are to be found the administrative offices, post office, library, large class rooms, and, on the third floor, a dormitory for men, accommodating forty students.

Music Hall, a two-story brick building, erected in 1890, provides, on the first floor, a studio, practice rooms, and instruction rooms for the music department. On this floor are also located the finely appointed rooms of the College players, which serve, too, as a meeting place for the Young Men's Christian Association. The president's home is on the second floor of this building.

The Heating Plant, built in 1893, is a two-story brick building. Its boilers on the first floor have a capacity of four-hundred fifty horsepower and provide adequately for the heating of all buildings as well as for a supply of hot water throughout the dormitories. The college laundry occupies the second floor.

Founders Hall, is a three-story brick structure providing rooms for laboratories, shops, the business offices, and the book store.

The third floor has been completely remodeled and fitted up as a dormitory for men. The students' rooms have been re-decorated and refurnished. Shower baths have been installed, and the corridor converted into a large comfortable lounge.

The building, built in 1894, was named Founders Hall, on April 12, 1930, in memory of the founders of the College.

The Chapel, erected in 1902, is an attractive stone building with a seating capacity of five hundred. The stage has been completely refurnished and provided with a complete stage equipment for the use of dramatic organizations.

J. George Becht Hall, the dormitory for young women, is one of the finest and most up-to-date college buildings in the State. It is of the modern Spanish type of architecture, is constructed of stone, brick, concrete, and iron, and has a tile roof. On the upper floors are found accommodations for teachers and students, with a parlor and trunk rooms on each floor. The students' rooms are neatly furnished, and have stationary washstands, supplied with hot and cold water. Bathrooms with shower and plunge baths are found on each floor. Two very

attractive hair-dressing and pressing rooms have been installed, each equipped with tile floor and plate glass mirrors. Electric outlets and irons are provided for the use of students. An elevator in the rear of the building provides for the easy handling of trunks and heavy baggage. On the first floor are found parlors, offices, a dining hall with a seating capacity of four hundred fifty, a conservatory, two social rooms, the kitchen, pantry, bakery, etc., as well as the living apartments for the dietitian. The building was built in 1908.

The Thaddeus Stevens Training School, erected between November 23, 1928, and November 30, 1929, is built of brick, tile, concrete, and steel, and contains accommodations for the first six grades of the public school. Grades one, two, and three are located on the first floor; grades four, five, and six, on the second floor. On the first floor are found, too, a demonstration room and offices as well as a room for teachers; on the second floor are located, also, rooms for health, visual education, reading, etc.

The Board of Trustees of the College moved to name the building The Thaddeus Stevens Training School, influenced by what Thaddeus Stevens had done for the public school act of 1834.

The Harvey Gymnasium, erected during the college year 1930-31, was ready for the use of students by the opening of the second semester of 1931-32. It was named after the late Honorable F. L. Harvey, Chairman of the Board of Trustees from 1919 to 1932.

REGULATIONS REGARDING CHARGES AT STATE TEACHERS COLLEGES

At a meeting of the Board of Presidents it was recommended that the charges of the State Teachers Colleges of the Commonwealth be uniform. This recommendation was subsequently approved by the several Boards of Trustees and the Superintendent of Public Instruction.

The regulations regarding the charges are as follows:

1. A Student Activity Fee to be determined by each institution will be collected from all students and administered under the direction of the Board of Trustees through the Clarion Student Co-operative Association. This fee, amounting to \$10.00 each semester, will cover the cost of student activities in athletics, lectures, entertainments, and student publications. Check for this amount must be

drawn to the *Clarion Student Co-operative Association*, not the Commonwealth of Pennsylvania.

2. A Contingent Fee, amounting to seventy-two dollars for the regular year of thirty-six weeks or thirty-six dollars for each semester of eighteen weeks, shall be charged to cover registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities. Check for this amount must be drawn to the *Commonwealth of Pennsylvania*:

For each semester hour of off-campus instruction the charge shall be five dollars for registration and record keeping. The same regulation applies to students carrying less than seven semester hours.

3. For board, furnished room, heat, light, and limited laundry the charge shall be sixty-three dollars during each half-semester, and forty-two dollars during the summer session. An additional nine dollars may be charged to each student during each semester for rooms with running water, or three dollars for the summer session.

At the discretion of the president of the college, an additional thirty-six dollars may be charged each semester to a student occupying a double room alone, or twelve dollars for the summer session.

No reduction shall be allowed for laundry done at home, nor for absence of a few days from college.

The rate for transient meals shall be breakfast, \$.30, lunch \$.40, and dinner \$.50.

4. For damage, breakage, loss, or delayed return of college property the charge shall be equal to the extent of the damage.
5. An additional charge of one dollar shall be made for each day beyond three days in the regular college infirmary. This charge is not to cover special nursing and medical service.

There shall be a charge of two dollars a day to day-students, admitted to the regular college infirmary under the regulations of the college, to cover board, the nursing, and the medical service regularly furnished to students by the college.

6. To cover the cost of instruction, a charge of one hundred five dollars shall be made during each semester to young men or women whose residence lies outside the State. During the summer session this charge shall be thirty-five dollars.
7. There shall be a charge of five dollars to a graduate from a four-year curriculum to cover the cost of executing his diploma.
8. A deposit of \$10 shall be made by prospective dormitory students when they request advance room reservations. This is a guarantee of the intention of the student to enter college for the term or semester designated. It will be deposited with the Revenue Department to the credit of the student's Contingent Fee, unless three weeks prior to the opening of the term or semester the student has notified the college authorities of his inability to enter, in which case it will be repaid to him. If notice is not thus given, the deposit cannot be returned.
Check for this amount must be drawn to the *Commonwealth of Pennsylvania*.
9. Day students desiring to reserve advance enrollment shall deposit \$10. This is a guarantee of the intention of the student to enter college for the term or semester designated. It will be deposited with the Revenue Department to the credit of the student's Contingent Fee, unless prior to that time the student has notified the college authorities of his inability to enter, in which case it will be repaid to him. If notice is not thus given, the deposit cannot be returned.
Check for this amount must be drawn to the *Commonwealth of Pennsylvania*.
10. A charge of one dollar shall be made to cover the second or subsequent transcript of records.
11. No student shall be allowed to enroll, graduate, or receive transcript of record against whom there are any previous charges.
12. According to the regulations of the Revenue Department, all charges shall be paid in advance. It is, therefore, not in the power of the authorities of the college to allow any extension or postponement of payments.

PRELIMINARY ENROLLMENT BLANK FOR PROSPECTIVE STUDENTS

Kindly answer the following questions, and mail this blank to the President. It will aid in finding a room-mate for you and in attending to other important matters.

1. Name _____
First Name _____ Middle Name _____ Last Name _____
2. Home Address _____
3. Of what approved four year high school are you (or will be) a graduate? _____
4. When do you expect to enter? _____
5. Do you want a room reserved in the dormitories? _____

All students not commuting from home or living with parents must have permission from the college President to live out of the dormitories. When the dormitories are not filled, students must live on the campus.
6. Have you enclosed with this form, your check for \$10.00 (reservation deposit)? _____
7. Shall we send you necessary entrance blanks for admission, required by the Department of Public Instruction of all persons who now enter State Teachers Colleges? _____
8. Date on which you made this application _____



REGULATIONS REGARDING REPAYMENTS

Upon the recommendation of the Board of Presidents of the State Teachers Colleges of the Commonwealth, which was approved by the Superintendent of Public Instruction and the Boards of Trustees of the State Teachers Colleges, the following regulations regarding repayments of funds were adopted:

1. Repayment of funds shall not be allowed for temporary or indefinite suspension or dismissal, nor for voluntary withdrawal from college except as provided for below.
2. There shall be no repayment for any part of the enrollment and service fee for any cause whatsoever.
3. Repayment of funds shall be allowed for personal illness, certified to by an attending physician; and for such other reasons as may be approved by the Board of Trustees. In such cases the repayment shall be the amount chargeable for that part of the semester which the student does not spend in college.
4. There shall be a repayment of the reservation deposit, provided the student notifies the Business Office of his desire to withdrawn from enrollment not later than three weeks before the opening of the college session.

SUMMARY OF COLLEGE CHARGES

Dormitory Students	Total for Year	Each Semester
Contingent Fee	\$ 72.00	\$ 36.00
Board, Furnished Room, Heat, Light and Laundry	252.00	126.00
Total	\$324.00	\$162.00
Day Students		
Contingent Fee	\$ 72.00	\$ 36.00
Total	\$ 72.00	\$ 36.00

The charges for the semester may be made in two payments.

Drawing of Checks

Students should draw their checks for these charges, to the exact amount of the bill or charge, to the *Commonwealth of Pennsylvania*.

Board and Room. The dining room is located in Becht Hall. The kitchen and bakery are provided with the most modern equipment and are kept in excellent condition. A graduate

dietician and a competent corps of trained and experienced persons provide the best quality of food, well-cooked, properly seasoned, and served attractively.

In the dormitories the College provides single beds with mattresses and bedding, in addition to all necessary furniture; but students are expected to furnish their own sheets, pillow cases, towels, and toilet articles. Halls and rooms have been redecorated. The rooms in Becht Hall have washstands with hot and cold running water.

Each room is equipped for two students, and contains a large wardrobe, two couch beds, two study tables, a dresser, three chairs, and a large rug or three small rugs.

Uniforms for Physical Education Class. The College requires a regulation uniform for all women taking physical education. These suits are purchasable only by arrangement with the physical education department. Therefore, students may save themselves unnecessary expense by waiting until they are informed about suits before buying them elsewhere, as other uniforms will not be acceptable.

Notice of Withdrawal. Students leaving college must notify the President of their withdrawal. Regular charges will be made until such notice is received.

Living Outside Dormitories. No student will be permitted to room or board outside the dormitories except in the homes of parents, or other near relative.

Guests. Arrangements for room guests at Becht Hall and Science Hall must be approved by the Dean of Women and the Dean of Men, respectively.

Guest rates in the College dining room, payable to the dietician, are as follows: breakfast, 30 cents; luncheon, 40 cents; dinner, 50 cents.

Help for Worthy Students. The College desires to encourage self-supporting students, but it cannot promise sufficient work to any student to defray his full expenses. Students who are employed by the College are paid in cash for their services. Preference in employment is given on the basis of merit. Students entering the College for the first time cannot hope to secure employment unless they make application in person.

The Colegrove Memorial Scholarship. Mr. W. H. Colegrove, of Eldred, Pa., has established a scholarship in memory of his daughter, Mary, of the Class of 1917. The scholarship amounts to \$100.00 and is awarded to a worthy student from McKean County. During the year 1933-34, it has been awarded to Jean Edwards, Bradford, Pa.

The Medical Association of Clarion County Scholarship. The Medical Association of Clarion County established a scholarship of forty dollars to be awarded to some worthy student in attendance at the College.

State Scholarships. Holders of State Scholarships may attend State Teachers Colleges provided they take courses leading to the degree of Bachelor of Science in Education.

There are seven holders of such scholarships at the College during the year 1933-34: Wilbert Pendleton, of Jefferson County, of the Class of 1936; Martha Pence, of Armstrong County, of the Class of 1934; Leo E. Brown, of Forest County; Jay McKee, of Clarion County, of the Class of 1935, and Pauline Smith, of the Class of 1936, of Clarion County; Isabel Crawford, of the Class of 1936, of Venango County, and Phyllis Giles, of the Class of 1936, of Warren County.

Funds for Worthy Students. The Alumni Association is sponsoring a permanent fund to be known as the Clarion State Teachers College Student Loan Fund. It has empowered the Citizens Trust Company, of Clarion, to place this fund on interest, at four percent, and to make loans out of it according to recommendations by a board of trustees, consisting of the Chairman of the Board of Trustees, the President, some other member of the Faculty, and two alumni of the College. The limit of any loan to a member of the Senior Class shall be one hundred fifty dollars payable two years after date of loan with interest at 6%. The interest shall be charged from date of Commencement, following the loan.

The Loan Fund of the Clarion County Chapter of the D. A. R. The Clarion County Chapter of the D. A. R. has established a loan fund, amounting now to two hundred dollars, to be loaned to students from Clarion County and administered in the same way as the Alumni Loan Fund.

The Lorena Given Memorial Fund. In memory of Lorena Given, former teacher at the College, a loan fund, amounting now to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

The J. George Becht Memorial Loan Fund. In memory of J. George Becht, former principal of the College, a loan fund, now amounting to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

The Junior Section of the Clarion Woman's Club Loan Fund. The Junior Section of the Woman's Club of Clarion has established a loan fund, amounting to fifty dollars, to be loaned to students from Clarion County.

The Clarion Woman's Club Loan Fund. The Clarion Woman's Club has established a loan fund, amounting at present to one hundred dollars, to be loaned to students from Clarion County.

The Lambda Chi Delta Loan Fund. The Lambda Chi Delta sorority has established a loan fund, amounting to fifty dollars, to be loaned to students of the College.

Dr. Custer B. Long, of the Class of 1912, and Mrs. Gladys Beckett Long, of the Classes of 1919 and 1929, of Clarion, have established a loan fund amounting to six hundred forty dollars, to be loaned to four worthy freshmen of four successive classes. The students must be members of some four-year class.

The Parent Teacher Association of Venango County. The Parent Teacher Association of Venango County has established a scholarship amounting to one hundred dollars. It has been awarded to Lolla Perry, of Franklin, during the year of 1933-34.

REQUIREMENTS FOR ADMISSION AND GRADUATION

The following principles recommended by the Board of Presidents of the State Teachers Colleges and approved by the Superintendent of Public Instruction will control admission to the State Teachers Colleges of the Commonwealth, and become effective for the school year beginning September, 1933:

1. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade as determined by the Credentials

Division of the Department of Public Instruction and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness for admission as prescribed in the detailed standards for admission.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidates' trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance and sympathy.
3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college. Specific standards will be set up in the detailed requirements for admission.
4. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

In addition to the above requirements the applicant must fulfill the following conditions:

1. An applicant for admission must obtain from the College the necessary forms and have them filed in the College office on or before July 15.
2. The applicant must have been interviewed by a committee of the faculty on one of the following days between 9:00 A. M. and 4:00 P. M.; May 14, June 2, July 9, or July 10.

Entrance to the College at Clarion will be based on the fulfillment of the above conditions, and all data must be in the hands of the College before August 15.

Advanced Credit. Advanced credit will be given for equivalent courses in approved institutions of collegiate grade. No

student may, however, obtain a Certificate without a minimum residence of one year.

Extra-Curricular Activities. All students are required to participate in one extra-curricular activity during one semester each year.

Quarterly Reports. For the purpose of reporting the progress of students, each semester is divided into quarters. At the end of the first four and one-half weeks, each teacher submits to the Dean of Instruction a list of the students who are not doing satisfactory work. At mid-semester each teacher hands to the Dean of Instruction a report for each student enrolled in his classes, showing reports of the standing of the students at the date of the report. These reports are sent to the students and to their parents or guardians. Parents who do not receive such reports, should notify the Dean of Instruction. A duplicate copy of the report will then be sent. At the third quarter a report is made similar to the one at the end of the first quarter. At the end of the semester a permanent report is recorded for each student, a copy of which is sent to the students and parents or guardians.

SCHOLARSHIP REQUIREMENTS

Students whose failures in any semester or year amount to six or more semester hours, shall not take all the regular work of the following semester or year. It is recommended that such students attend the summer session to make up deficiencies.

Students shall not do student teaching unless they have passed in English (1) and (2), nor shall students whose recorded or reported failures amount to six or more semester hours, do such teaching.

To be eligible for inter-collegiate games, students must have secured passing grades in at least thirteen semester hours of work during the quarter, that is, during the nine weeks, preceding each respective sport.

PROGRAM OF STUDIES

Four four-year curricula are offered by all the Pennsylvania State Teachers Colleges. These curricula are organized on the principle that teaching in the public schools can be classified into sufficient definite types to require specialization. Each curriculum, accordingly, is so organized as to prepare prospective teachers for specific types of teaching.

Young men and women of health, character, and ability should take the work of these curricula. It will prepare them for positions of responsibility in the grades, in the field of supervision, or in the training of teachers. The completion of a curriculum entitles the student to the degree of Bachelor of Science in Education.

FOUR-YEAR CURRICULA

- I. Four-Year Kindergarten-Primary—for teachers of Grades 1, 2, and 3.
- II. Four-Year Intermediate—for teachers of Grades 4, 5, and 6.
- III. Four-Year Rural—for teachers of Rural Schools.
- IV. Four-Year Junior or Senior High School—for teachers of the Junior or Senior High School.

In the elementary curricula the work of the first year is the same for all students. A large purpose of the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching," which includes observation and participation in the Training School, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first year students who plan to be in the college for two years only are asked to make their choice of Kindergarten-Primary or Intermediate curriculum for the purpose of specializing in a specific field of teaching. It is during the third semester that a student makes the slight differentiation in these two curricula, and also determines whether he wishes to receive a certificate at the end of two years or to continue for graduation in the four-year course.

Students who select the secondary curriculum will find that the first semester is identical with the same semester in the elementary curricula. It will, therefore, be possible for a student to change his preference as regards specialization as late as the beginning of the second semester without loss of time.

Standard Limited Certificate

Upon the completion of the first four semesters of any one of the three curricula in the elementary field, a student may obtain a Standard Limited Certificate which will qualify him to teach in the elementary grades of the public schools of the State. In order to do so he must omit American Government and Literature I of the third and fourth semesters and secure instead six semester hours of practice teaching. Such a student may at any time return to college and complete the four-year curriculum without loss of time. The Standard Limited Certificate is valid for three years and renewable on the basis of twelve credits or semester hours.

FOUR-YEAR CURRICULUM FOR GROUP I*Kindergarten and Primary Grades 1, 2, 3*

	First Semester	<i>Class Hours</i>	<i>Semester Hours Credit</i>
Introduction to Teaching (Include Social Guidance on the campus)-----	3	3	
English I -----	3	3	
English Activities ((Include library, voice, and dramatization)) -----	3	3	
Science I—Biology (Include physiology of the nervous system as a basis for psychology)	4	3	
Principles of Geography -----	3	3	
Physical Education I -----	3	1	
	19	16	
	Second Semester		
Psychology I -----	3	3	
English II -----	3	3	
Science II—Physical Science -----	4	3	
History of Civilization -----	3	3	
Hygiene I—Personal and Nutrition -----	3	3	
Physical Education II -----	3	1	
	19	16	
	Third Semester		
Teaching of Reading -----	3	3	
English III -----	3	3	
United States History I -----	3	3	
Arithmetic I -----	3	3	
Music I -----	4	2	
Art I—Elementary Industrial Art -----	4	2	
Handwriting -----	2	1	
Physical Education III—Games -----	3	1	
	25	18	
	Fourth Semester		
Student Teaching -----	9	6	
Teaching of Primary Subjects -----	3	3	
Science III—Nature Study -----	4	3	
Music II -----	3	$1\frac{1}{2}$	
Art II—(Elementary drawing, design, and color study with method of presentation)-----	3	$1\frac{1}{2}$	
Physical Education IV—Teaching of -----	3	1	
	25	16	

	Fifth Semester	Class Hours	Semester Hours Credit
Educational Measurements -----	2	2	
Literature I -----	3	3	
Geography of Western Hemisphere -----	3	3	
Psychology II -----	3	3	
Music III (History and Appreciation of Music) -----	3	2	
Art III (Advanced pictorial arts, design, color, handicrafts; bibliography) -----	4	2	
	<hr/>	<hr/>	
	18	15	
	Sixth Semester		
Visual Education -----	2	1	
Pre-School Child -----	2	2	
Kindergarten-Primary Theory -----	2	2	
Speech Problems -----	2	2	
Children's Literature and Story Telling -----	3	3	
Civic Education -----	3	3	
Art IV—(History and Appreciation of Art) -----	3	2	
	<hr/>	<hr/>	
	17	15	
	Seventh Semester		
Student Teaching and Conferences -----	12	8	
Techniques of Teaching -----	2	2	
American Government -----	3	3	
Literature II (Including Lit. of Penna.) -----	3	3	
	<hr/>	<hr/>	
	20	16	
	Eighth Semester		
History and Philosophy of Education -----	4	4	
Educational Sociology -----	3	3	
Hygiene II—School and Community -----	3	3	
Free Elective -----	6	6	
	<hr/>	<hr/>	
	16	16	
Total -----	159	128	

FOUR-YEAR CURRICULUM FOR GROUP II

Intermediate Grades 4, 5, 6

	First Semester	<i>Class Hours</i>	<i>Semester Hours Credit</i>
Introduction to Teaching (Include Social Guidance on the Campus) -----	3	3	
English I -----	3	3	
English Activities (Include library, voice, and dramatization) -----	3	3	
Science I—Biology (Include physiology of the nervous system as a basis for psychology) -----	4	3	

	<i>Class Hours</i>	<i>Semester Hours Credit</i>
Principles of Geography -----	3	3
Physical Education I -----	3	1
	<hr/>	<hr/>
	19	16

Second Semester

Psychology I -----	3	3
English II -----	3	3
Science II—Physical Science -----	4	3
History of Civilization -----	3	3
Hygiene I—Personal and Nutrition -----	3	3
Physical Education II -----	3	1
	<hr/>	<hr/>
	19	16

Third Semester

Teaching of Reading -----	3	3
English III -----	3	3
United States History I -----	3	3
Arithmetic I -----	3	3
Music I -----	4	2
Art I—Elementary Industrial Art -----	4	2
Handwriting -----	2	1
Physical Education III—Games -----	3	1
	<hr/>	<hr/>
	25	18

Fourth Semester

Student Teaching -----	9	6
Science III—Nature Study -----	4	3
Arithmetic II -----	3	3
Music II -----	3	1½
Art II—(Elementary drawing, design, and color or study with method of presentation)-----	3	1½
Physical Education IV—Teaching of -----	3	1
	<hr/>	<hr/>
	25	16

Fifth Semester

Educational Measurements -----	2	2
Literature I -----	3	3
Geography of Western Hemisphere -----	3	3
Psychology II -----	3	3
Music III (History and Appreciation of Music) -----	3	2
Art III (Advanced pictorial arts, design, color, handicrafts; bibliography) -----	4	2
	<hr/>	<hr/>
	18	15

Sixth Semester		<i>Class Hours</i>	<i>Semester Hours Credit</i>
Visual Education -----		2	1
Children's Literature and Story Telling -----		3	3
Civic Education -----		3	3
Geography of Eastern Hemisphere -----		3	3
U. S. History II (Include History of Pennsylvania) -----		3	3
Art IV—(History and Appreciation of Art) --		3	2
		<hr/>	<hr/>
		17	15
Seventh Semester			
Student Teaching and Conferences -----		12	8
Techniques of Teaching -----		2	2
American Government -----		3	3
Literature II (Including Lit. of Penna.) -----		3	3
		<hr/>	<hr/>
		20	16
Eighth Semester			
History and Philosophy of Education -----		4	4
Educational Sociology -----		3	3
Hygiene II—School and Community -----		3	3
Free Elective -----		6	6
		<hr/>	<hr/>
		16	16
Total -----		<hr/>	<hr/>
		159	128

FOUR-YEAR CURRICULUM FOR GROUP III

Rural

First Semester

		<i>Class Hours</i>	<i>Semester Hours Credit</i>
Introduction to Teaching (Include Social Guidance on the Campus) -----		3	3
English I -----		3	3
English Activities (Include library, voice, and dramatization) -----		3	3
Science I—Biology (Include physiology of the nervous system as a basis for psychology) -----		4	3
Principles of Geography -----		3	3
Physical Education I -----		3	1
		<hr/>	<hr/>
		19	16

Second Semester

Psychology I -----		3	3
English II -----		3	3
Science II—Physical Science -----		4	3
History of Civilization -----		3	3
Hygiene I—Personal and Nutrition -----		3	3
Physical Education II -----		3	1
		<hr/>	<hr/>
		19	16

Third Semester

	<i>Class Hours</i>	<i>Semester Hours Credit</i>
Teaching of Reading -----	3	3
English III -----	3	3
United States History I -----	3	3
Arithmetic I -----	3	3
Music I -----	4	2
Art I—Elementary Industrial Art -----	4	2
Handwriting -----	2	1
Physical Education III—Games -----	3	1
	<hr/> 25	<hr/> 18

Fourth Semester

Student Teaching -----	9	6
Science III—Nature Study -----	4	3
Arithmetic II -----	3	3
Music II -----	3	1½
Art II—(Elementary drawing, design, and color or study with method of presentation)-----	3	1½
Physical Education IV—Teaching of -----	3	1
	<hr/> 25	<hr/> 16

Fifth Semester

Educational Measurements -----	2	2
Literature I -----	3	3
Geography of Western Hemisphere -----	3	3
Music III (History and Appreciation of Music) -----	3	2
Art III (Advanced pictorial arts, design, color, handicrafts; bibliography) -----	4	2
Free Elective -----	3	3
	<hr/> 18	<hr/> 15

Sixth Semester

Visual Education -----	2	1
Children's Literature and Story Telling -----	3	3
Civic Education -----	3	3
Geography of Eastern Hemisphere -----	3	3
U. S. History II (Include History of Pennsylvania) -----	3	3
Art IV—(History and Appreciation of Art) -----	3	2
	<hr/> 17	<hr/> 15

Seventh Semester

Student Teaching and Conferences -----	12	8
Techniques of Teaching -----	2	2
American Government -----	3	3
Literature II (Including Lit. of Penna.) -----	3	3
	<hr/> 20	<hr/> 16

	<i>Class Hours</i>	<i>Semester Hours Credit</i>
Eighth Semester		
History and Philosophy of Education -----	4	4
Educational Sociology -----	3	3
Hygiene II—School and Community -----	3	3
Teaching of Primary Subjects -----	3	3
Free Elective -----	3	3
	16	16
	159	128

FOUR-YEAR SECONDARY CURRICULUM*Preparation of Teachers for Secondary Field***First Semester**

	<i>Class Hours</i>	<i>Semester Hours Credit</i>
Introduction to Teaching (Include Social Guidance on the Campus) -----	3	3
English I -----	3	3
English Activities (Include library, voice, and dramatization) -----	3	3
Science I—Biology (Include physiology of the nervous system as a basis for psychology) -----	4	3
Principles of Geography -----	3	3
Physical Education I -----	3	1
	19	16

Second Semester

Psychology I -----	3	3
English II -----	3	3
Science II—Physical Science -----	4	3
History of Civilization -----	3	3
World Problems in Geography -----	3	3
Physical Education II -----	3	1
	19	16

Third Semester

Psychology II -----	3	3
English III -----	3	3
American Government -----	3	3
Music III (History and Appreciation of Music) -----	3	2
First Elective -----	3	3
Second Elective -----	3	3
	18	17

Fourth Semester

Problems in Jr.-Sr. H. S. Education (Include purpose, organization and development of Jr. H. S. and extra-curricular activities) -----	3	3
Literature I -----	3	3
Hygiene I—Personal, School and Community-----	3	3
Handwriting -----	2	1

	<i>Class Hours</i>	<i>Semester Hours Credit</i>
First Elective -----	3	3
Second Elective -----	3	3
	—	—
	17	16
Fifth Semester		
Educational Measurements -----	2	2
Literature II (Include Penna. Literature) -----	3	3
Art IV (History and Appreciation of Art) -----	3	2
First Elective -----	6	6
Second Elective -----	3	3
	—	—
	17	16
Sixth Semester		
Visual Education -----	2	1
Educational Sociology -----	3	3
First Elective -----	3	3
Second Elective -----	6	6
Free Elective -----	3	3
	—	—
	17	16
Seventh Semester		
Student Teaching and Conferences -----	21	14
Techniques of Teaching -----	2	2
	—	—
	23	16
Eighth Semester		
Guidance -----	2	2
History and Philosophy of Education -----	4	4
First Elective -----	3	3
Second Elective -----	3	3
Free Elective -----	3	3
	—	—
	15	15
Total -----	145	128

ANALYSIS OF CURRICULA IN ELEMENTARY EDUCATION LEADING TO DEGREE OF BACHELOR OF SCIENCE

A. Prescribed Courses in Kindergarten-Primary Teaching, Intermediate Teaching, and Rural School Teaching.

1. Education

	<i>3</i>	<i>Semester Hours</i>
Introduction to Teaching -----	3	" "
Psychology (1) -----	3	" "
Ed. Measurements -----	2	" "
Hist. & Phil. of Education -----	4	" "
Visual Education -----	1	" "
Student Teaching & Conferences -----	14	" "
Technique of Teaching -----	2	" "

2. English					
English (1), (2), (3) -----	9	Semester Hours			
English Activities -----	3	" "			
Literature (1), (2) -----	6	" "			
Teaching of Reading -----	3	" "			
Children's Literature -----	3	" "			
3. Science					
Science (1), (2), (3) -----	9	Semester Hours			
4. Geography					
Principles of Geography -----	3	Semester Hours			
Geog. of the W. Hem. -----	3	" "			
5. Social Studies					
Hist. of Civilization -----	3	Semester Hours			
Ed. Sociology -----	3	" "			
American Government -----	3	" "			
Civic Education -----	3	" "			
U. S. History (1) -----	3	" "			
6. Mathematics					
Arithmetic (1) -----	3	Semester Hours			
7. Health					
Phys. Education (1), (2), (3), (4) -----	4	Semester Hours			
Sch. & Community Hyg. -----	3	" "			
Per. Hyg. & Nutrition -----	3	" "			
8. Arts					
Art (1), (2), (3), (4) -----	7½	Semester Hours			
Music (1), (2), (3) -----	5½	" "			
Handwriting -----	1	" "			

B. Additional Prescribed Courses in Kindergarten-Primary Teaching.

1. Education					
Pre-School Child -----	2	Semester Hours			
Kindergarten-Primary Theory -----	2	" "			
Psychology (2) -----	3	" "			
T. of Primary Subjects -----	3	" "			
2. English					
Speech Problems -----	2	Semester Hours			

C. Additional Prescribed Courses in Intermediate Teaching.

1. Education					
Psychology (2) -----	3	Semester Hours			
2. Geography					
Geog. of the E. Hem. -----	3	Semester Hours			
3. Social Studies					
U. S. History (2) -----	3	Semester Hours			
4. Mathematics					
Arithmetic (2) -----	3	Semester Hours			

D. Additional Prescribed Courses in Rural School Teaching.

1. Education					
T. of Primary Subjects -----	3	Semester Hours			
2. Geography					
Geog. of the E. Hem. -----	3	Semester Hours			

3. Social Studies			
U. S. History (2)	-----	3 Semester Hours	
4. Mathematics			
Arithmetic (2)	-----	3 Semester Hours	
E. Free Electives in Each Curriculum	-----	6 Semester Hours	

SUMMARY OF CURRICULA AND COURSES

1. Kindergarten-Primary Teaching

Education	-----	39 Semester Hours	
English	-----	26 "	"
Science	-----	9 "	"
Geography	-----	6 "	"
Social Studies	-----	15 "	"
Mathematics	-----	3 "	"
Health	-----	10 "	"
Arts	-----	14 "	"
Free Electives	-----	6 "	"

Total ----- 128 " "

2. Intermediate Teaching

Education	-----	32 Semester Hours	
English	-----	24 "	"
Science	-----	9 "	"
Geography	-----	9 "	"
Social Studies	-----	18 "	"
Mathematics	-----	6 "	"
Health	-----	10 "	"
Arts	-----	14 "	"
Free Electives	-----	6 "	"

Total ----- 128 " "

3. Rural School Teaching

Education	-----	32 Semester Hours	
English	-----	24 "	"
Science	-----	9 "	"
Geography	-----	9 "	"
Social Studies	-----	18 "	"
Mathematics	-----	6 "	"
Health	-----	10 "	"
Arts	-----	14 "	"
Free Electives	-----	6 "	"

Total ----- 128 " "

THREE ADVANCED TWO-YEAR CURRICULA FOR NORMAL SCHOOL CERTIFICATE HOLDERS LEADING TO DEGREE OF B. S. IN ELEMENTARY EDUCATION

These curricula will appeal to the forward-looking ambitious elementary teacher whose highest professional interest lies in the cultivation of the best ideals of teaching; to the elementary teacher who believes that the children in the elementary grades are deserving of

highly trained teachers; to the teacher who hopes to find a larger field of service through the development of her talents in the field of supervision, and to the supervising official who feels the professional need and the advantage of a degree in Education.

All persons who have completed the work of Group I, II, or III (formerly IV), are admitted to third-year standing, provided they have previously completed the work of a four-year high school. All such persons must complete 68 hours of work beyond graduation from Group I, II, or III (formerly IV), as these were organized and administered prior to September 1, 1926.

All credits for work required at a State Normal School for graduation between September, 1920, and September, 1926, shall be evaluated by multiplying the number of semester hours already earned by .85.

The following table applies this ratio to enough typical cases to illustrate the principle:

Former Semester Hours	New Semester Hours
6	.85— 5.0
11	.85— 9.0
22	.85— 19.0
36	.85— 31.0
60	.85— 51.0

If the decimal is less than .5, it shall be disregarded; if it is .5 or more, it shall count as a unit.

All persons who were graduated from a State Normal School prior to September, 1920, and who have had a four-year high school preparation, cannot be awarded more than 68 semester hours of credit for their normal school work.

Graduates of the State Normal Schools who have not had four years of high school preparation, should apply to the Credentials Bureau, Harrisburg, Pennsylvania, for a high school equivalent certificate, which will be accepted by the State Teachers Colleges as equivalent to graduation from a four-year high school.

No credit for public or private-school teaching experience, previously credited as high school equivalent, or as equivalent professional credit toward graduation, shall be granted or counted toward meeting the requirements for entrance to, or graduation from, the advanced two-year curriculum.

ANALYSIS OF CURRICULUM LEADING TO DEGREE OF BACHELOR OF SCIENCE IN SECONDARY EDUCATION

A. Prescribed Courses in Secondary Teaching

1. Education	35 Semester Hours
Introduction to Teaching	3 "
Prob. in Sec. Education	3 "
Psychology (1), (2)	6 "
Ed. Measurements	2 "
Visual Education	1 "
Student Teaching & Conferences	14 "
Technique of Teaching	2 "
Hist. & Phil. of Education	4 "

2. English	-----	18 Semester Hours
English (1), (2), (3)	-----	9 " "
English Activities	-----	3 " "
Literature (1), (2)	-----	6 " "
3. Science	-----	9 Semester Hours
Science (1)	-----	3 " "
Science (2)	-----	3 " "
Sch. & Community Hyg.	-----	3 " "
4. Geography	-----	6 Semester Hours
Principles of Geography	-----	3 " "
World Problems in Geography	-----	3 " "
5. Social Studies	-----	11 Semester Hours
Hist. of Civilization	-----	3 " "
American Government	-----	3 " "
Guidance	-----	2 " "
Ed. Sociology	-----	3 " "
6. Arts	-----	7 Semester Hours
Phys. Ed. (1), (2)	-----	2 " "
H. & App. of Art	-----	2 " "
H. & App. of Music	-----	2 " "
Handwriting	-----	1 " "

B. Elective Courses **42. Semester Hours**

Students, preparing for teaching in secondary schools, must elect courses amounting to forty-two semester hours. Eighteen semester hours of these elective courses must lie in each of the two fields chosen by the students for specialization. The remaining six semester hours may be chosen from the elective courses offered by the college.

Below are listed the elective courses now offered by the teachers colleges of the Commonwealth.

1. English

The first four courses listed below must be elected by students specializing in English; the remaining six semester hours required for the degree with English as a specialty may be chosen from the remaining four courses:

Phil. and Grammar	-----	3 Semester Hours
Cont. Poetry	-----	3 " "
Shakespeare	-----	3 " "
Modern Novel	-----	3 " "
Short Story	-----	3 " "
Victorian Prose and Poetry	-----	3 " "
Foreign Classics	-----	3 " "
Pre-Shakespearean Lit.	-----	3 " "

2. Foreign Languages

French, German, Spanish, or Latin **18 Semester Hours**

3. Geography

The first four courses listed below must be elected by students specializing in geography; the remaining six semester hours required for the degree with geography as a specialty may be chosen from the remaining four courses.

	3 Semester Hours
Geog. of U. S. and Canada -----	3 " "
Geog. of Europe -----	3 " "
Geog. of Latin America -----	3 " "
Geog. of the Pacific Realm -----	3 " "
Physiography -----	3 " "
Economic Geography -----	3 " "
Geog. Influences in Am. Hist. -----	3 " "
Climatology and Meteorology -----	3 " "

4. Mathematics

Students specializing in mathematics must elect the course in mathematical analysis amounting to fifteen semester hours, and one of the three remaining electives in mathematics.

	15 Semester Hours
Mathematical Analysis -----	15 " "
College Algebra -----	3 " "
Mathematics in High School -----	3 " "
Intro. to Theory of Statistics -----	3 " "

5. Science

Students who specialize in science must elect courses amounting to eighteen semester hours.

For certification in the field of science the first four must be taken; for certification in the field of biological science, Botany I and II, Zoology I and II, Anatomy, and Physiology must be chosen; for certification in the field of physical science the student must elect six semester hours each of chemistry and physics, as well as six additional semester hours in science; for certification in the field of chemistry eighteen semester hours of chemistry must be chosen.

	3 Semester Hours
Botany I -----	3 " "
Zoology I -----	3 " "
Chemistry -----	6 " "
Physics -----	6 " "
Astronomy -----	3 " "
Physiography -----	3 " "
Physiology -----	3 " "
Anatomy -----	3 " "
Botany II -----	3 " "
Zoology II -----	3 " "
Qualitative Analysis -----	3 " "
Quantitative Analysis -----	3 " "

6. Social Studies

By electing the first four courses mentioned below and six additional semester hours from the remaining four courses the student may secure his degree with social studies as his specialty.

	3 Semester Hours
Early European History -----	3 " "
Modern European History -----	3 " "
Am. History to 1865 -----	3 " "
Soc. & Ind. History of U. S. -----	3 " "
Political Science -----	3 " "
The Origin of Social Institutions -----	3 " "
History of Latin America -----	3 " "
Economics -----	3 " "

PREREQUISITES FOR THE ELECTIVE FIELDS

To elect Science, a student must present a unit in chemistry and a unit in physics.

To elect Social Studies, a student must present at least two high school units in the social studies.

To elect Mathematics, a student must present three high school units in mathematics, including one unit in algebra and one in plane geometry.

To elect French, Spanish or German, a student must present two high school units in French, Spanish or German.

To elect Latin, a student must present three high school units in Latin.

When a student has chosen his elective field, his curriculum becomes a closed series of courses not subject to change without loss of credit.

ELECTIVES IN ENGLISH

Contemporary Poetry—3 hours per week_____3 Semester hours

The aim of the course is to recreate life experience as transmitted through poetry; to increase the response to rhythm, rhyme, imagery, and mood; to develop the desire and ability of the prospective teacher to transmit the love of poetry to her pupils; to acquaint students with modern poetry; to develop the students' capacities for artistic enjoyment and creation; to discover the relationship between modern verse and contemporary thought and civilization; to show the development of modern poetry.

Shakespeare—3 hours per week_____3 semester hours

The aim of the course is to acquaint the student briefly with the development of the English drama through the Shakespearean period; to give the student a general knowledge of the Shakespearean theater; to familiarize students with the more important histories, comedies, and tragedies of Shakespeare; to arouse in the student such a living enthusiasm for Shakespeare that it may be carried over into high school teaching.

The Modern Novel—3 hours per week_____3 semester hours

The object of the course is to enrich students' literary experiences through wide reading; to offer a brief review of the development of the novel; to acquaint students with recent outstanding novelists; to help the student to recognize and evaluate tendencies in modern fiction; to help the student appreciate to some degree the technique of the novel; to acquaint students with reading lists and methods adapted to raising the level of recreational reading among high school pupils.

Philology and Grammar—3 hours per week_____3 semester hours

The object of the course is to familiarize students with the history and continuing growth of the English language; to furnish a basis for the understanding of the origin of

words and their acquired meanings; to engender in the student a desire to make discriminating but unpedantic use of words; to acquaint students with the history of English grammar and its present status in the curriculum; to give a sufficient knowledge of English grammar for a teaching background; to acquaint students with the essentials of functional grammar according to the latest studies in this field; to develop procedures useful in teaching grammar.

The Short Story—3 hours per week-----3 semester hours

The purpose of the course is to study briefly changing conceptions of the short story; to give abundant experience with contemporary short stories and their writers; to study the structure of the short story by analysis or by original writing; to enable students to evaluate contemporary fiction; to acquaint students with the wealth of short story material appropriate for the high school; to teach proper methods of teaching the short story.

Pre-Shakespearean Literature—3 hours per week-----3 semester hours

The aim of this course is to give the student an understanding of the development of early English literature and to show the influences of the Anglo-Saxon and Anglo-Norman periods. Special emphasis will be given to the epic, lyrical, and narrative poetry and to the origin of the drama, its stages of development, and early playwrights.

Victorian Prose and Poetry—3 hours per week-----3 semester hours

This course aims to cultivate in the student a richer appreciation of the prose and poetry of the Victorian period and to develop some skill in the critical interpretation of literature. The work consists of wide reading in the literature of the period supplemented by critical and interpretive discussions on the social, religious, and political thought of the period as it was reflected in the work of the chief essayists, novelists, and poets.

Foreign Classics—3 hours per week-----3 semester hours

The purpose of this course is to acquaint the prospective teacher with some of the representative ancient and modern writers whose works have been outstanding in the history and development of European literature.

ELECTIVES IN FOREIGN LANGUAGES

Latin (1) Two Semesters. 3 hours per week-----6 semester hours

Selected readings from Cicero and Virgil avoiding what has already been studied. Along with this work, there is a thorough grounding of the student in the inflections and constructions of Latin. Also, prose composition is included.

Latin (2) Two Semesters. 3 hours per week-----6 semester hours

Selections from the essays of Cicero, Pliny's prose, the Odes and Epodes of Horace, Ovid, Platus, Terence.

Latin (3) One Semester. 3 hours per week _____ 3 semester hours
This course is devoted to Tacitus, Livy, Terrence.

Latin (4) The Teaching of Latin. One Semester. 3 hours per week _____ 3 semester hours

This course centers on the sequence of topics in Latin, the mental processes involved in learning Latin, the most successful methods of inducing learning in Latin, the organization and use of objective, historical, and dramatic materials as aids to interest in and learning of Latin.

French (1) Two Semesters. 3 hours per week _____ 6 semester hours
Contemporary French literature.

French (2) One Semester. 3 hours per week _____ 3 semester hours
The Romantic movement and its literature..

French (3) Two Semesters. 3 hours per week _____ 6 semester hours
Moliere, Racine, Corneille, with collateral readings on French life of the period.

French (4) The Teaching of Modern Foreign Languages. One Semester. 3 hours per week _____ 3 semester hours
This course includes the sequence of topics, the mental processes involved in learning a modern foreign language, the most successful methods of teaching a modern foreign language, and the organization and use of objective, historical, and dramatic material as aids to interest in and learning of a modern foreign language.

German (1) Two Semesters. 3 hours per week _____ 6 semester hours
German literature of the Twentieth Century.

German (2) Two Semesters. 3 hours per week _____ 6 semester hours
German literature of the Nineteenth Century.

German (3) Two Semesters. 3 hours per week _____ 6 semester hours
German literature of the Eighteenth and Nineteenth Centuries.

ELECTIVES IN GEOGRAPHY

Economic Geography—3 hours per week _____ 3 semester hours

The purpose of this course is to familiarize the student with the industrial and commercial life of today as influenced by the physical environment; to aid the student in understanding some of the commercial problems of the world to-day; to establish an appreciation of the interdependence of regions and nations and the mutual benefits to be derived from cooperation; to promote the feeling of need for conservation of the natural resources; to give the prospective teacher a fund of facts and principles of economic geography that will promote efficiency in the use of geography in the process of education.

The Geography of Europe—3 hours per week-----3 semester hours

This course aims at an acquaintance with the present political map of Europe; a knowledge of the adjustments to the physical environment which the people of the several countries have made; a knowledge of the factors in the remaking of the map of Europe; the geographic interpretation of some of the economic and political problems of the various countries of Europe; possible ways of solving the problems; skill in the selection and organization of material for use in teaching children; an abiding and intelligent interest in the affairs of Europe.

Geographic Influences in American History—3 hours per week-----3 semester hours

The object of this course is to show what man does is largely determined by the natural conditions found in the place in which he lives; that man by taking advantage of all the factors in his natural environment may hope to improve his own condition and in so doing help to shape the history of his nation; that the geography of the United States has decided to a great extent our economic, social, and political policies from its beginning to the present.

The Geography of Latin America—3 hours per week-----3 semester hours

This course aims to aid the student in gaining a knowledge of the adjustments which the various groups of people in Latin America have made to the physical environment; to investigate the potential wealth of Latin America and the possible readjustments to realize that wealth; to emphasize the mutual benefits to be derived from amicable relations between the United States and the various countries of Latin America.

Physiography—3 hours per week-----3 semester hours

The objectives of this course are to create an appreciation of the problems involved in the landscape, both in physical causes and in human responses; to develop thoughtful and scientific study in arriving at the solution of the problems of the landscape; through the habit of scientific observation to promote the enjoyment of travel and of reading. The study of the atmosphere should give a mathematical and meteorological foundation for understanding facts of temperatures and rainfall in various parts of the earth, and to promote an appreciation of the climatic environment in which the various groups of people live.

The Geography of United States and Canada—3 hours per week-----3 semester hours

The purpose of this course is to acquaint the student with the adjustments which the people of the United States and Canada have made to various conditions of the natural environment; to show the use and abuse of the resources of these political divisions; to bring a realization of the need for "taking" stock of resources and for practicing conservation; to emphasize the mutual economic benefits to be de-

rived from amicable relations among the different groups of people; to develop the skill of the prospective teacher in the use of the geography of the United States and Canada in the process of education.

Geography of Pacific Realm—3 hours per week———3 semester hours

Great changes are sweeping over the countries bordering the Pacific Ocean as well as the islands surrounded by its waters. The relative significance of these lands is noted and partly explained in terms of man's relation to his geographic environment. Special emphasis is placed on important areas such as China, Japan, Australia, East Indies, etc.

Climatology and Meteorology—3 hours per week———3 semester hours

This course consists of the study of the various climates of the world. It emphasizes the causes and effects of climatic conditions in relation to each other as well as their effects upon man.

ELECTIVES IN MATHEMATICS

Mathematical Analysis—5 semesters. 3 hours per week———
15 semester hours

The object of this course is to begin the subject of college mathematics by giving a general view of the purpose of mathematics by showing its usefulness in various fields, including applications of algebra, trigonometry, analytics, and calculus; to unify the subject and eliminate abstract parts from introductory courses; to stimulate reasoning along mathematical lines.

College Algebra—3 hours per week———3 semester hours

The latter part of elementary algebra is treated, taking up briefly exponents, quadratics, determinants, variation and logarithms. This is followed by a more advanced study of the binomial theorems, permutations, series, variables and limits, and the general theory and properties of equations.

Trigonometry—3 hours per week———3 semester hours

Definitions of trigonometric functions; solution of triangles; use of logarithms; trigonometric equations and identities; functions of angles in any quadrant; derivation of general formulas.

Introduction to the Theory of Statistics—3 hours per week———
3 semester hours

A general course in the elementary theory of statistics with practical application.

Junior and Senior High School Mathematics—3 hours per week———
3 semester hours

The aims of this course are to discover the objectives to be secured in arithmetic, algebra, intuitive geometry, trigonometry; to give practice and training in the content of mathematics necessary for the future teachers of high school mathematics; to stress the needs and uses of standard tests in mathematics and to give practice in the use of these tests.

ELECTIVES IN SCIENCE**Descriptive Astronomy**—3 hours per week _____ 3 semester hours

The objectives of this course are the acquisition of knowledge which will lead to an understanding of the forces, materials, phenomena of the earth on which we live, and of the universe; to provide the prospective teacher with a body of knowledge which will be helpful in the courses of nature study, geography, and everyday science; to lead to direct acquaintance with helpful sources of information in this field which will lead to a wise use of leisure time; a grasp of the moral import of the orderliness of nature and the pupil's obligation to adjust himself to her laws.

Botany I—4 hours per week _____ 3 semester hours

This course is to give the student general information of the world's plant life, emphasizing those facts and principles that will be of greatest value to him as a teacher of the biological subjects taught in the public schools. Methods of collecting and presentation of materials will be stressed throughout the semester. The logical as well as the psychological (seasonal) methods of presentation will be included. World types, distribution, inter-relationships, and economic values will be presented.

Botany II—4 hours per week _____ 3 semester hours

Continuation of Botany I.

Zoology I—4 hours per week _____ 3 semester hours

This course aims to give the student general information of the world's animal life, emphasizing those facts and principles that will be of greatest value to him as a teacher of the biological subjects taught in the public schools. Methods of collecting and presentation of material will be stressed throughout the semester. The logical as well as psychological (seasonal) methods of presentation will be included. World types, distribution, inter-relationships, and economic values will be presented.

Emphasis is placed on problems associated with life, protoplasm, and the cell; classification of animals; and finally a study of a series of animal types, ranging from the ameba to the frog.

Zoology II—4 hours per week _____ 3 semester hours

Emphasis is continued on type forms through the vertebrate group beginning with the frog. The facts thus gained through Zoology I and II will serve to enrich a study of the dynamic aspects of zoology such as behavior, mechanisms, adaptations, evolution, heredity, etc.

Chemistry—2 Semesters—5 hours per week _____ 6 semester hours

The objectives of this course are the acquaintance of the student with the fundamentals of chemistry and their application to everyday life; to impart sufficient skill and mastery of technique and subject matter to enable the student to teach high school chemistry.

Physics—2 Semesters—4 hours per week _____ 6 semester hours

The aims of this course are the acquisition of useful information, through study and instruction; the development of the scientific attitude of mind.

ELECTIVES IN SOCIAL STUDIES

American History to 1865—3 hours per week _____ 3 semester hours

The purpose of this course is to note that the organization of the government of the United States is an evolution of colonial experiences; to remember that compromise and cooperation of the people of the United States have ever been important factors in their development; to understand that orderly procedure has always been supported in government; to realize that the study of American history means the development of an appreciation of good citizenship; to note that as teachers, we need to help the children to have the vision of service, the spirit of responsibility, the desire to participate in every phase of government.

Social and Industrial History of U. S.—3 hours per week _____ 3 semester hours

This course aims to know the background of many important questions which are before us today and to trace their evolutionary development; to show the close relationship of social, political, and economic questions which have engaged the nation from 1865 to the present; to follow the attitudes, interpretations, and changes of national conscience and national consciousness.

Early European History—3 hours per week _____ 3 semester hours

The purpose of this course is to understand the continuity of history; to understand the importance of change and the real meaning of progress; to develop an appreciation of the contributions of the past to modern civilization; to provide a European background for the study of American history.

Modern European History—3 hours per week _____ 3 semester hours

The object of this course is to introduce the student to some of the problems of contemporary civilization; to give a basis for the understanding and interpretation of contemporary events; to develop a world viewpoint; to prepare the student to explain international affairs of the United States.

Political Science—3 hours per week-----3 semester hours

This course aims to develop an appreciation of the necessity for political organization, man's achievement in political organization, comparative merits and defects of contemporary governments and theories of government, and the nature of the problem of the international state; to develop an elementary knowledge of the leading theories, principles, facts and problems of political science as a foundation for teaching of the social studies; to develop the habit of constructive scientific thinking about political problems, intelligent reading of current political history, intelligent participation in public and private discussion of political problems.

History of Latin America—3 hours per week-----3 semester hours

The aim of this course is to introduce the student to some of the Latin American problems; to give a basis for the understanding and interpretation of contemporary events; to create a friendly and understanding relationship toward Latin America; to prepare the student to explain international affairs in Latin America; to appreciate the attitude of the United States toward the states to the south of us.

Economics—3 hours per week-----3 semester hours

This course aims to develop an interest and appreciation of economic problems; to study economic problems by causes and effects; to study relationships of buying and selling; to appreciate the importance of foreign trade; to discover problems of tariff, cycles, and allied economic theories.

Origin of Social Institutions—3 hours per week-----3 semester hours

The aims in this course are to acquaint the student with the relationships between our social institutions; to show the interdependence of these institutions; to teach how institutions change as the demand for change arises.

A graduate in this secondary curriculum will be entitled to teach in any public high school of the Commonwealth the subjects in which he has 18 semester hours of credit.

COLLEGE ACTIVITIES NOT INCLUDED IN CURRICULA

The Chapel Exercises are strictly undenominational in character. All students are required to be present unless for some reason expressly excused.

The Young Women's and Young Men's Christian Associations hold weekly meetings on Wednesday evening. The students elect their own officers, and plan and conduct their own meetings. They may freely attend the meetings, and take some part in the exercises.

The Associations hold a joint reception for new students each semester, and, as the officers of the Associations are generally elected from among the members of the higher classes, a spirit of friendly helpfulness has crystallized into a tradition and is continued from year to year. The Associations are affiliated with the national organization of the Young Men's and Young Women's Christian Associations.

In the Sunday Schools, connected with the various evangelical churches in Clarion, classes have been formed especially for college students.

Students are urged to make a choice of one of the churches in the town for regular attendance and to be present at the services in the church so selected at least once each Sunday.

Informal Social Life. In many important respects the Clarion State Teachers College forms a community by itself. The faculty and students associate freely with one another. The students thus enjoy the benefits of frequent intercourse with mature minds outside the class rooms. They are frequently invited by members of the Faculty to their homes, and are made to feel that the teachers have an interest in their welfare beyond the government of the College or the conduct of recitations.

A dean of women and a dean of men devote time to student interests and social life. In fact, the students are surrounded by every possible influence to make life happy, cultured, and worthwhile.

Lectures and Entertainments. For the benefit of the students and the citizens of Clarion, the College provides each year a series of six or more lectures, or instructive evening en-

tertainments. Special efforts are made to furnish entertainments of a high order of merit in order to contribute to the permanent advantage of the students.

During the year, plays are given by the College Players and entertainments are provided by other organizations, musical and literary. Moving pictures, including educational and feature films, are frequently shown in the Chapel.

Student Senate and Councils. Students are treated as young men and young women and are expected to assume a large share of their own government. They elect their own council and senate representatives. These councils cooperate in the government of the College. A conscious effort is made to have as few rules and restrictions as consistent with the welfare of a large group living together.

This plan of student participation has been very satisfactory. The College does not welcome as students young men or women who will not cheerfully accept and willingly conform to regulations demanded by the best interests of all.

Art Club. It is the aim of the Art Club to satisfy the esthetic sense of its members through the appreciation of the works of great artists as well as through the creation of productions of their own.

Athletics. In addition to the required courses in physical education, men may receive extra-curricular credit for football, field hockey, volley ball, pin ball, basketball, indoor baseball, and tennis.

Every student in the College, man or woman, is encouraged to engage in athletics. Football, basketball, volley ball, baseball, soccer, tennis, track, hockey, hiking, skating, and skiing are popular sports.

The College has six tennis courts on the campus and keeps them in excellent condition. The new athletic field has been made one of the very finest in the State and provides for baseball, football, hockey, soccer, and track and field events.

Athletics are encouraged by the College not only because of the pleasure afforded to young people, but also because properly regulated athletics have physical, moral, and educational values. Through the physical education courses, students are given the fundamental knowledge of various sports and taught how to coach these sports in the public schools.

Boy Scout Organization. Opportunity for training for leadership in the Boy Scout Movement is given in conjunction

with the local Boy Scout Council. A course in scout leadership is offered in this manner each year.

Children's Literature Club. The Children's Literature Club interests its members in literature for children. Its activities include dramatization, reading aloud, picture collections, and use of lantern slides.

Clarion Call. The Clarion Call records the events in the life of the College. It is edited and published by the students and serves as their organ of expression.

College Players. It is the purpose of the College Players to study the drama, to learn how to produce amateur plays, and to participate in the production of school plays.

Forensics. For many years students of the College interested in debating have joined together and called themselves Forensics. At their bi-weekly meetings they discuss subjects of current interest and debate such questions with teams from neighboring colleges.

Women's Glee Club. The Women's Glee Club is an organization of women students who like to spend their leisure moments in singing. The Club sings at College gatherings. It appears also before the students of the high schools in the college district.

Men's Glee Club. The Men's Glee Club is an organization of young men who enjoy singing. The Club sings for its own amusement and the pleasure of others at college gatherings and elsewhere.

Hiking Club. The Hiking Club provides opportunity for students to enjoy the out-of-doors by hiking to some of the beautiful spots about Clarion. Occasionally a camp-fire serves as a fitting climax to an exhilarating hike.

Hostess Clubs. There are two Hostess Clubs at the College. Through them the young women are learning how to invite and receive guests, how to preside at table, and how to enjoy the amenities of social life.

Orchestra. The orchestra is voluntary. It affords students with musical talent an opportunity to indulge in the pleasures of music in association with others of like talent.

Outdoor Club. The Outdoor Club endeavors to become well acquainted with the out-door life of the vicinity of Clarion. Among its activities are week-end trips to Cook Forest, where it is building a camp.

Press Club. The Press Club was organized to create an interest in writing. Reports from the best magazines and newspapers, the biographies of celebrated editors, and modern tendencies in journalism represent the types of subjects presented for discussion in the meetings.

Sequelle. The Sequelle is the annual published by the second-year students of the College. It records the activities of the College as seen by the student body.

Story Telling Club. The Story Telling Club provides its members with opportunity to acquire skill in the telling of stories and to become familiar with the finest stories of all ages.

Wanderlust Club. It is the purpose of the Wanderlust Club to make home lands more real and to bring distant lands somewhat closer.

The Purpose of the Student Activities is social and self-development. The responsibility for their success rests, then, on the shoulders of the students, and the activity or participation of the teacher is reduced to the minimum. The meeting of the club is one period in length for which provision is made on the regular daily schedule. Some clubs meet every week; others meet only every other week. Students may participate in one of the activities which meet every week or in two of the activities which meet every other week. However, this regulation need not exclude participation in music or athletic activities if the student desires such activities.

THE SUMMER SESSION

The Summer Session is maintained for the benefit of regular college students as well as for teachers in service. By taking advantage of the summer session, teachers can secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the summer session for the benefit of teachers who desire to do graduate work, or secure credits toward a degree in education. The latter phase is becoming more and more popular.

Because of its location and environment, Clarion makes a strong appeal to those who desire to combine work with recreation during the summer.

CORRESPONDENCE AND EXTENSION

No correspondence work has been given by any Pennsylvania State Teachers College since September 1, 1927, and no credit toward graduation is given for correspondence work secured after September 1, 1927, except that correspondence courses, commenced prior to July 1, 1927, are credited when completed within the time limits set by the institution giving the same.

All work completed by extension or correspondence, previous to September 1, 1927, is credited according to the regulations previously in effect.

No more than eighteen semester hours of extension work shall be credited toward the requirements of the third and fourth years in a degree curriculum and this work shall be limited to the courses specified below:

American Literature	3 semester hours
History and Philosophy of Education	4 semester hours
American Government	3 semester hours
Teaching and Supervision of Arithmetic	3 semester hours
Civic Education in Elementary Schools	3 semester hours
Visual Education	1 semester hours

No person who matriculates on or subsequent to September 1, 1926, shall be allowed to offer more than eighteen semester hours of approved extension work in discharge of the requirement for the degree.

No credit shall be allowed for extension work in discharge of the requirements for the regular two-year certificates, the Standard Limited Certificate.

State Teachers Colleges may accept courses completed by extension in other institutions of collegiate grade, provided these courses are equivalent to the courses listed above, and subject to the limitations here provided for extension work; that is, extension courses will be accepted from other institutions only when such courses are offered by regularly employed full-time members of a college or university faculty.

Not more than nine semester hours of extension credit shall be earned or credited within the limits of a college year.

PLACEMENT SERVICE

The Placement Service of the College cooperates with the Placement Service of the State Department of Public Instruction, Harrisburg, Pennsylvania, thus offering additional facilities for the placement of students and graduates.

The Placement Service assists school officials to secure competent teachers, and aids teachers to secure suitable positions in the field of service for which their training best fits them.

The Placement Service is in charge of C. F. Becker, Director of Teacher Training, who answers all inquiries and gives personal attention to school officials seeking competent teachers.

In order that the Placement Service may serve the interests of the students to the best advantage, students are requested during the time that they are doing their student teaching, to fill out a Registration Blank, giving personal information, such as the grades and subjects which they are prepared to teach and desire to teach, their preference as to the part of Pennsylvania in which they would like to teach, their experience in teaching, and other personal data which superintendents of schools and school boards wish to know about candidates for positions.

The estimate of the College concerning the scholarship and teaching skill, conduct and general demeanor of students is often sought by school officials. The quality of the work done by students in college courses as well as in student teaching forms a most important element in the recommendation of students.

Students after graduation are urged to keep up their contacts with the College, in order that their Alma Mater may render further service not only in helping them to secure better positions but to assist them in every way possible.

HOW TO REACH CLARION

BY RAIL

Clarion may be reached from Pittsburgh by the Pennsylvania Railroad via Kittanning, Red Bank, and Summerville; from the North via Kane, Ridgway, Falls Creek, and Summerville; from the East via Driftwood, Falls Creek, and Summerville.

Connections on the B. & O. Railroad may be made from Pittsburgh, via Butler, Foxburg, and Clarion Junction or from the North through Mt. Jewett, Kane, and Clarion Junction.

BY MOTOR BUS

Clarion may be reached by motor bus from the East and West, two buses running each way daily. Motor buses from Clarion to Butler through Chicora and East Brady connect with similar lines at intermediate points. A bus line also operates via New Bethlehem between Kittanning and Clarion. Special rates are given to students.

LIST OF STUDENTS — 1933-34**COLLEGE GRADUATES**

Ehler, Esther, Shippenville Moulton, Gladys, Kittanning
 Phillips, Elinor, Clarion

FOURTH YEAR STUDENTS**Group I**

Davies, Edna, Clarion
 Drew, Esther, Clarion
 Smathers, Phyllis, Clarion

Group II

O'Neill, Bess, Strattanville

Group IV

Cassel, James, Reynoldsville	Moffatt, Maurice, Titusville
Chitester, Albert, Brookville	Pence, Martha, Cowansville
Gathers, Opal, Clarion	Reynolds, Maude, Clarion
Hartman, Eugene, Kane	Simpson, Willard, Corsica
Hilton, William, Kittanning	Smail, Dean, New Bethlehem
Kurtzhals, Marcella, Tylersburg	Snyder, Kenneth, Linesville
Logan, La Verne, Miola	Wilhelm, Samuel, Clarion
Master, Norbert, Emlenton	Zagst, George, Fisher

THIRD YEAR STUDENTS**Group I**

Barnes, Martha, Cherry Tree	Kline, Roma, Clarion
Brown, Dorothy, McKeesport	Kuhn, Ruth, Clarion

Group II

Crooks, Louise, Clarion	Mohney, Elzora, Ringersburg
Gates, Louise, Clarion	McDonald, Helen, Leeper

Group IV

Arnold, Robert, Clarion	Lovell, Leroy, Clarion
Ashbaugh, Byron, Emlenton	Mallon, Elizabeth, Curwensville
Baldwin, Betty, Greensburg	Miller, Homer, Turkey City
Bartley, Tyrus, West Monterey	McKee, Jay, Sligo
Brown, Leo, Marienville	McKinney, Morton, Clarion
Castafero, Ralph, Brockway	McMillan, Elwood, Knox
Crooks, Virginia, Clarion	Paine, John, Sigel
Gallagher, Fred, West Monterey	Peterson, Dana, Knox
Hadden, Earl, New Bethlehem	Rhea, Betty, Knox
Hamilton, Harry, Franklin	Rhea, Jean, Knox
Harriger, Guy, Kittanning	Rosenzweig, Emil, McKeesport
Heeter, Madeline, Alum Rock	Shrecengost, Edgar, Brookville
Heverly, Robert, Bellefonte	Smith, Joe, Clarion
Hincken, Donald, Clarion	Stahlman, Gerald, Clarion
Keefer, Earl Clarion	Thompson, Bird, Clarion
Knight, Harold, Monroe	

SECOND YEAR STUDENTS

Group I

Bell, Kathryn, Knox	Malasky, Ella, DuBois
Bertram, Betty, Oil City	McKee, Lois, Sligo
Clark, Ruth, Strattanville	McLaughlin, Kathleen, Crown
Corbett, Betty, Clarion	Nelson, Florence, New Bethlehem
Cotton, Veda, Gifford	Phillips, Patricia, Oil City
Edwards, Jean, Bradford	Pryor, Genevieve, Van
Fowkes, Sara, Clarion	Reitz, Mary, Brookville
Fox, June, Rimersburg	Stanley, Susan, Oil City
Geahry, Marian, Vandergrift	Thompson, Helen, Brookville
Haley, Dorothy, Grampian	Thompson, Margaret, Strattanville
Haley, Nan, Grampian	Trunk, Marie, Clarion
Hartman, Leona, Kane	Wilhelm, Catharine, Clarion
Heasley, Eleanore, Van	

Group II

Alcorn, Edwin, Knoxdale	Luce, Eileen, Oil City
Alcorn, Harry, Summerville	Martz, James, Ringgold
Bartow, Percy, Parker's Landing	Miller, Frances, Summerville
Battersby, Dorothy, Ellwood City	Murray, Kathryn, Reynoldsville
Bengston, Ruth, Kane	MacDonald, Barbara, Venus
Bloom, Rachel, Grampian	McCue, Cora, Curwensville
Campbell, Helen, Shippenville	McElhatton, Esther, Shippenville
Carrier, Mary Louise, Baxter	Phanco, Winnifred, North East
Claypool, Paul, Kittanning	Phillips, Ruth, Clarion
Coleman, Mary, DuBois	Ramsey, Carl, Rimersburg
Covert, Gwen, North East	Raybuck, Ida, Ohl
Criswell, Margaret, Emlenton	Reichart, Margaret,
Cyphert, Lois, Cullsville	Parker's Landing
Davis, Jerome, Vowinkel	Saul, Mary, Export
Dixon, Donald, Sharpsville	Schill, Silvia, Marble
Dougherty, Mary, Pittsburgh	Schrecengost, Frances, Clarion
Doverspike, June, Timblin	Seyler, Anna, Kittanning
Ferguson, Ethel, Vandergrift	Silves, Gerald, Sligo
Flynn, Thyra, Kersey	Smail, Ernest, New Bethlehem
Frederick, Charles, Claridge	Stewart, Ruth, Brookville
Frill, Mildred, Leeper	Terwilliger, Kathryn,
Gould, James, Putneyville	Parker's Landing
Haag, Mary Louise, DuBois	Vensel, Pauline, St. Petersburg
Hammond, Virginia, Riceville	Vogel, Clayton, Huey
Harmon, Betty, Callensburg	Wagner, Helen, Newmansville
Hilton, Mariam, Kittanning	Wilson, Annabel, New Castle
Howard, Alice, DuBois	Yates, Eula, Apollo
Hudsick, Sophia, Tyler	Yates, La Marr, Apollo
Karl, Ruth, Shippenville	Zanot, Anna, Huey
Keller, Bonnibel, Penfield	

Group III

Aaron, Lloyd, Brookville	McGraw, Mary, Tidioute
Caldwell, Helen, Brookville	Paup, Dorothy, Venus
Daum, Kenneth, Newmansville	Pendleton, Wilbert, Ramsaytown
Davis, Marguerite, Brick Church	Peters, Kathryn, Kelly Station
Dreibelbis, Margaret, Emlenton	Tremba, Tobias, Rimersburg
Fulton, John, Shippensburg	White, Harriet, Echo
Kahle, Homer, Clarion	

Group IV

Austin, Clyde, Clarion	Kenny, Joseph, Clarion
Brocious, Clarence, Strattanville	Kunselman, Jean, Rimersburg
Burns, Henry, New Bethlehem	Mamolen, Rozella, Summerville
Chitester, Ruth, Rouseville	Moore, Robert, Clarion
Crawford, Isabel, Emlenton	Porter, Norman, Clarion
Crooks, Frances, Clarion	Rea, Twila, Clarion
Donheiser, John, New Bethlehem	Rea, William, Clarion
Ford, Willis, Brookville	Ritchie, Harry, Sigel
Geist, Robert, Clarion	Rodgers, Ross, Kittanning
Giles, Phyllis, Tidioute	Simpson, Ralph, Corsica
Gladden, Richard, Ridgway	Smith, Pauline, Lawsonham
Hanst, Aide, Knox	Stahlman, Robert, Clarion
Hess, George, McKeesport	Stewart, Helen, New Bethlehem
Hiwiller, Don, Rimersburg	Walter, Arthur, Clarion
Hosack, Clara, Clarion	Wilson, Dorothy, Clarion
Kanengeiser, James, Clarion	Wise, Olive, Oil City
Keefer, Gerald, Clarion	Young, Frank, Clarion
Kenemuth, Wayne, Clarion	

FIRST YEAR STUDENTS

Barnett, Lex, Brookville	Hilliard, Mary, Hawthorn
Bonnett, Earl, Rimersburg	Huston, James, Clarion
Brogan, Chester, Summerville	Imel, Charles, Clarion
Byers, William, New Wilmington	Johnston, Russell, Strattanville
Carrier, Isobel, Baxter	Kaufman, Virginia, Clarion
Carrier, John, Summerville	Kifer, Betty, Clarion
Carson, Dorothy, Clarington	Korb, Maurice, Grampian
Chamberlain, Helen, Brockway	Kunezewski, Zeigy, Claridge
Cope, Beulah, Knox	Lehner, Audrey, Kaylor
Culbertson, Robert, Clarion	Lidstone, Ruth, Clarion
Doverspike, Geraldine, Timblin	Linhart, Marian, Natrona Heights
Dunne, Betty, Bradford	Lobaugh, Mary Agnes, Emlenton
Ehler, Ray, Shippensburg	Miller, Willard, Turkey City
Fisher, Donald, Shippensburg	Mock, Louise, Kittanning
Freedline, Verna, Reynoldsville	Moore, Gladys, Mars
Harriger, Dorothy, Leeper	Mott, Alberta, Youngsville
Harrison, Dorothy, Clarion	Motter, Twila, Marble
Hartzell, Lois, Hawthorn	Mowrey, Franklin, Ohl
Hayes, Helen, Brookville	Phillips, Gertrude, Leeper
Henry, Max, Sligo	Perry, Lolla, Polk
Hess, Norman, Van	Priester, Georgiana, Rimersburg
Hess, Reed, Fern	Reighard, Dorothy, Strattanville
Hess, Woodrow, Fryburg	Rehoff, Joseph, Limestone

Rimer, Harold, Rimersburg	Smith, Louise, DuBois
Ruland, Irmabel, Russell	Smith, Katharine, Lawsonham
Shreck, Leone, Oil City	Swarm, Lillie, Clarion
Shaffer, Joseph, Brookville	Thompson, Kathryn, Brockway
Sherman, Robert, Oak Ridge	Tippery, Kathryn, Knox
Shew, Mary, Miola	Vockroth, Alberta, Tionesta
Shreve, Audrey, Oil City	Walker, Paul, Huey
Singer, Lois, Penfield	Wilbert, Margaret, Rouseville
Slike, Edward, Sigel	Yerina, Henry, Claridge

REGISTRATION SUMMARIES

1933-34

College Graduates -----	3
Fourth Year -----	20
Four-Year Elementary -----	4
Four-Year High School -----	16
Third Year -----	39
Four-Year Elementary -----	8
Four-Year High School -----	31
Second Year -----	130
Kindergarten-Primary -----	25
Intermediate -----	57
Rural -----	13
Four-Year High School -----	35
First Year -----	64
Total—Regular College Year -----	256